



MARKING AND FEEDBACK POLICY

Aims

- To ensure our marking helps pupils recognise and develop their strengths. It provides next steps and highlights areas for improvement, leading to progress for all children.
- We use findings from marking to inform further planning ensuring assessment for learning.
- We will demonstrate consistency of marking and judgments throughout school, thus ensuring that marking will help raise standards of learning and teaching.

What are the principles that guide the school's approach to marking and feedback?

Our policy on marking and feedback has at its core a number of principles:

- The sole focus of feedback should be to further children's learning
- Be manageable, specific, accurate and clear
- Feedback should be frequent (whether written or verbal)
- Marking should be linked to **learning intentions/success criteria /targets**
- Involve all the adults supporting children in the classroom
- Foster self-esteem and confidence
- Feedback should empower children to take responsibility for improving their own work. Adults should not take this responsibility away by doing the hard-thinking for the pupil.
- Give recognition and praise for achievement and clear strategies for improvement
- Allow time for children to read, reflect and respond to comments
- Inform future planning and target setting - if this is done well, often the 'next step' will become the next lesson - providing a constant cycle of 'Plan, Do, Assess, Review'
- Be seen by children and parents as a positive approach to improving their learning
- Promote consistency across the school
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

Presentation

It is important to instil in children a sense of pride by setting high expectations for presentation in their work. Each class should have on display the 'Presentation Expectation Guide' for the children to follow.

Key Stage 1

Child's Guide -

- I will write on the lines in my book at start on the left hand side
- If I make a mistake I will put one neat line through it.
- I will not leave blank pages in my book.
- When I start a new piece of work I will start on the next new page.
- I will write the title centrally on the top line.
- I will keep the front of my book clean and tidy.
- I will write the date on the left hand side at the top of my work.
- I will use a writing pencil for my work.

Key Stage 2

Child's Guide

- I will write the short date on the left hand side at the top of my work.
- I will write the title next to the date.
- I will leave a line then start my work.
- I will underline the date and the title using a ruler.
- I will miss a line when I start a new paragraph.
- When I start a new piece of work I will leave two lines after my last piece of work unless I am near the bottom of my page.
- If I make a mistake I will put one neat line through it.
- I will write on the lines in my book.
- I can use a handwriting pen in my writing books when my teacher tells me I can.
- I will keep my books clean and tidy.

Teacher's Guide

- No rubbers - used at adults' discretion. A neat line to be drawn with a ruler through anything a pupil wants to change
- **All lines should be drawn with a pencil.**
- Concise title which includes a keyword (relating to LO).
- **Single line to cross out.**
- New paragraph – miss a line.
- **Reception upwards – maths – one digit in each square.**
- Rulers – used by KS2 to underline the date and title as they progress from Yr 3 to Yr 6.
- **Pupils should start a new piece of work two lines after their last piece of work, unless they are already near the bottom of the page, in which case they should start a new page.**
- Handwriting – 'Letter Join' scheme from Nursery upwards.
- **Handwriting pens to be given when a pupil demonstrates neat cursive letters from Year 3.** These pens can then be used in all subjects except maths. Pens to be awarded at the

teacher's discretion – pens are ordered centrally not by year groups.

- **Worksheets** - the use of worksheets should be **strictly limited** to encourage independent writing skills.
- Teachers should use a **green** pen when marking and giving written feedback.
- Children should respond to the feedback in a **purple pen** in all books except for maths in which case pencil should be used for feedback.

Marking and Feedback

It is expected that teachers will plan carefully to use a full range of strategies for feedback and marking from the ones listed below. It is important teachers use their professional discretion to decide which strategies will be most useful in relation to each task and lesson, keeping pupils' progress as the main priority.

Verbal Feedback

Verbal feedback is potentially the most effective form of feedback. It can be given instantly, motivating the children and stimulating their learning experience. The language of the classroom has an enormous impact on the children and should create an ethos where speaking freely about learning is good. The marking symbol 'V' will be used on a piece of work to acknowledge that this strategy has been used. It should still be evident where children have responded to verbal feedback and they should be given change to do this. They can use their purple pen. (e.g. They may rewrite and improve a sentence you have spoken about in purple pen before continuing their work in their normal pencil/pen). If an adult other than the teacher has given verbal feedback they should write their initials next to the 'V'.

Closed Exercise Marking (summative assessment) / Self Marking

Children marking their own work whilst the teacher goes through the answers and processes orally can be extremely useful, particularly in a mental maths activity. It is better for a child to complete fewer questions but learn more about the skill or concept during whole-class marking, than to spend time doing more questions wrongly. **Ideally this activity should be done after children have completed no more than 5 questions.** This will allow the teacher to rectify any misconceptions before they become embedded. It will also let the teacher know if they need to:

- ❖ re-teach a concept to all or some children;
- ❖ let children practise some more questions to embed their learning;
- ❖ stop the children and move them on straight away as they are already confident. Teachers may want to scan the books during/after the lesson but they do not need to provide a written comment unless they feel it is necessary.

Acknowledgement Marking

This is a courtesy look at a child's work and may include a tick or a stamp. It implies that some dialogue has taken place during the lesson, which has had an impact on learning, demonstrated in

subsequent pieces of work. The acknowledgment simply informs that the work has been dealt with individually, in a group or whole class setting.

Self Assessment

We want to involve children as far as possible in the analysis and constructive criticism of their work. We want children to use self-evaluation continually, so that reflection, pride in success, modification and improvement become a natural part of the process of learning. Quality self marking is very powerful and the first stage of moving power from teacher to child is to get the children to evaluate their own work. Children should be trained to self-assess their work against the shared success criteria and this should be modelled and scaffolded. The basic process is:

Stage 1: children identify their success - draw a smiley face in the margin and write what they did/ what they like

Stage 2: children identify a place for improvement - draw a star next to the relevant part of their work

Stage 3: children identify their success and make an ‘on the spot’ improvement - this can be at the end of the piece of work if it requires more space (e.g. re-writing a sentence).

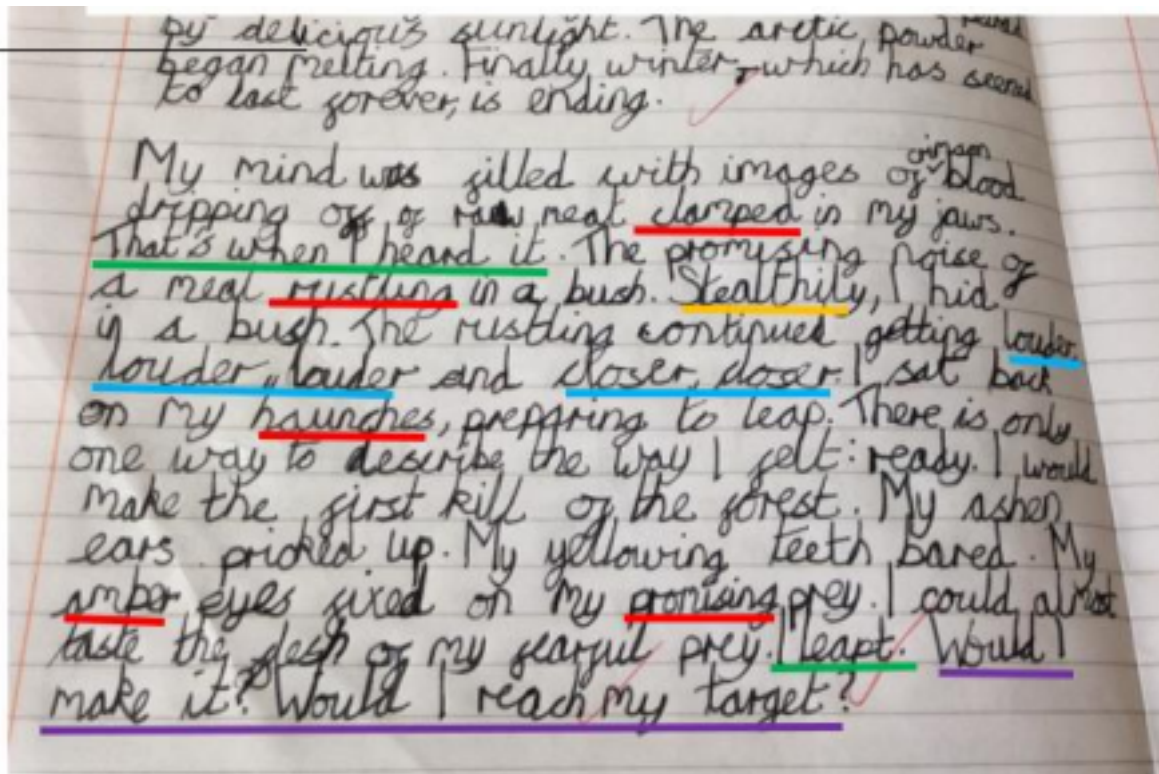
Teachers can choose to use any of the school’s self-assessment proforma sheets created for different year groups/ abilities of children from EYFS upwards if they feel this will help a child to be able to complete their own self-assessments of their work. Children must be trained to **respond effectively** if these are to be used.

The image shows two self-assessment proforma sheets. The left sheet is titled 'Self / Peer Assessment' and features a smiley face icon and a section for 'I say...' with a row of icons (star, smiley face, sad face, question mark). Below this is a section for 'My friend says...' with another row of icons. The right sheet is titled 'Self Assessment' and features a smiley face icon and a section for 'Looking at my learning, I really like...' with a row of icons. Below this is a section for 'Next time I will try to ...' with another row of icons. Both sheets include a 'How do you feel about your work?' question and a row of icons.

Colour-coded Self Assessment

- This strategy is good to use on pieces of writing within a unit of work, especially if there is a plan to re-draft/ create another piece of writing of the same genre.
- Students complete a first draft of a task, with clear success criteria established
- They go through their drafts, highlighting where they have met each criterion in a different colour
- They then reflect on the pattern of colours – which criteria have they consistently met? Which have they met the least? Whereabouts in the work have they achieved the most success? And the least?
- You can then use this to help the children to redraft...and repeat until excellent!

What am I looking for?	What I can find	What my teacher can find
Adventurous vocabulary	●	✓
Adverbials to start sentences	●	✓
Variation in sentence lengths	●	✓
Repetition to create suspense	●	✓
Use of speech		
Parenthesis for details		
Rhetorical question	●	✓



Peer Assessment

Ground rules need to be put into place when peer marking occurs. These should include:

- ❖ The pupil needs time to reflect on, and check his or her writing before a response partner sees it.
- ❖ The response partner should begin with a positive comment about the work.
- ❖ The response partner should ask for clarification rather than jump to conclusions.
- ❖ The response partner should write as neatly as possible respecting the other child's work.

Children will require training in how to peer assess another child's piece of work and, as with self assessment, it should always be against the success criteria.

Again, teachers can choose to use any of the school's peer-assessment proforma sheets created for different year groups/ abilities of children from EYFS upwards if they feel this will help a child to be able to complete their peer-assessments of another child's work.

Thought Bubbling

This technique can be used in any subject but it particularly lends itself to Maths and Science based tasks. You can use it as part of the task or ask children to go back and add thought bubbles using purple pen after completing a task. Children write what their thought processes were / what they were thinking in the thought bubbles so a teacher can check children's understanding/ identify misconceptions. It is particularly useful for problem solving and reasoning.

L.O. to be able to partition numbers

Find the odd one out in each grid and use thought bubbling to explain what you were thinking.

345	$300 + 40 + 5$
3 hundreds and 4 tens	345 ones

I thought it was this one because this would be 300 + 40 and no ones so it would only make 340.

Shared Marking

This strategy enables children to share each other's work and enables the teacher to model his/her marking process. Using a piece of finished work (or a child who has done enough work to share) the teacher shares the learning objective and then begins to identify success areas. Numerous points can be made during this process. In reversing this process, can the children guess the learning objective from the identified successes? As the teacher makes each point, they should pause and give the rest of the class time to review their own work for the point being discussed and do an 'on the spot' response in purple pen. The child whose work is being used as an example can be used as a 'learning ambassador' to help another child. Children should write the symbol 'SM' in the margin. Teachers may want to scan the books during/after the lesson to check children have responded/ made improvements, but they do not need to provide a written comment unless they feel it is necessary.

Whole Class Marking

After the lesson teachers will quickly put the books into three piles (based on their assessments in the lesson and scanning the books after the lesson):

1. Children with lots of misconceptions - need the point re-teaching
2. Children who understand but could make improvements
3. Children who demonstrated good understanding with few mistakes - need a challenge

Whilst looking at books at the end of the lesson, teachers will make notes on the key messages to feedback to children at the start of the next lesson using the 'Whole Class Marking' proforma. This will be completed at the discretion of the teacher although it is recommended that the teachers complete at least two per week for English, two per week for Maths and where it is appropriate for Science, Creative Curriculum, PSHE and RE.

This can feed into the next lesson and, using a visualiser or tablet, can be a useful tool to address misconceptions and model techniques such as editing and improving work. Learning ambassadors highlighted on the proforma can be used to share their work the next lesson with others who are struggling. Modelling may occur at any stage of the lesson to address deep rooted misconceptions, clear up confusion or provide further scaffolding.

A '**WCM**' code should be written on the piece of work and the proforma should be kept in the teacher's 'Whole Class Marking' file and handed in with any review of books.

The proforma should generate a whole class next step, or up to three and a challenge, which should be displayed on the whiteboard. It should be clear to children which one they need to complete, either through their own reflection of their work or by being directed by the teacher.

Whole Class Feedback



Date: 14/09/20	Year/Group: 2SM	Lesson: Maths	LO: To add and subtract a 2-digit number and ones
Work to Praise and Share Aisha – beautifully presented column addition and subtraction – “great progress” – Learning Ambassador Behan – very good reasoning / problem solving – Learning Ambassador Zainab – now secure with decomposition and has presented it clearly - “great progress”	Presentation – Good Examples Sara, Ismail, Fatimah – using squares to set out column addition accurately Ayşe, Arub, Ariba, Zain – all improved at laying out digits in correct columns	Basic Skills Errors (SPA/G / Mathematical or subject specific vocab) Not looking carefully at symbol when switching between +/- Problem solving – ‘How many more’ – <u>can</u> adding not subtracting/ finding diff. (Ismail, Laila, Ibrahim, Zameer, Fatimah) Presentation to be modelled for setting out – Learning ambassadors	
	Presentation – Improvements Required Iqbal, Zameer, Zainab, Neha – not using squares in book – going over squares/ columns not in line Zoe, Ayesha – general presentation/ date/ underlining/ number formation		
Need Further Support (Why? /Actions to be taken) Switching digits around when taking away (not decomposition) Ayesha Mohammad Ibrahim Ayaan Maria Yellow table Need more focused modelling required to understand tens/ ones – concrete objects – group support in next lesson / Tchr. address in afternoon if time to pull out in <u>Co-Curr</u> lessons.	Misconceptions 1. Switching digits around when taking away (putting largest on top) 2. Misunderstanding of Mathematical language in problem solving / reasoning (esp. blue and green tables) 3. Presentation problems leading to mistakes when calculating	Actions for next lesson ‘Useful Mistakes’ task in mixed ability pairs – 3 prepared ‘wrong’ calculations to depict misconceptions. Children find, explain, correct. Feedback and model as whole class.	
Incomplete Work Zeynep, Maria	Absent Lukman	Next step statements (including challenge for GD) * Purple pen to correct and write what their ‘Useful Mistake’ was/ how it will help them. GD – ‘Bubble thought’ what they were thinking when completing the reasoning challenge / provide extra challenge with ‘Bubble thought’	

Whole Class Feedback



Date: 14/09/20	Year/Group: 6RT	Lesson: English	LO: To empathise with a character through diary writing
Work to Praise and Share Aisha – great use of emotional language used to empathise – Learning Ambassador Behan – use of senses to create atmosphere – Learning Ambassador Zainab – wrote effectively in 1 st person/ tried hard with tenses	Presentation – Good Examples Sara, Ismail, Fatimah – great handwriting improvement Ayşe, Arub, Ariba, Zain – much clearer paragraphing	Basic Skills Errors (SPA/G / Mathematical or subject specific vocab) Sp – ‘Dairy’/ ‘Diary’ Gr – tense variation – not always in 1 st person (Ismail, Laila, Ibrahim, Zameer, Fatimah) Voc – work on up-levelling vocabulary to convey emotions (use examples) – most of class	
	Presentation – Improvements Required Iqbal, Zameer, Zainab, Neha – underlining/ date etc. Zoe, Ayesha – handwriting		
Need Further Support (Why? /Actions to be taken) Written recount of the story (not a diary entry) Ayesha Mohammad Ibrahim Ayaan Maria Yellow table Need more focused modelling of a diary entry – group support in next lesson / Tchr. address in afternoon if time to pull out in <u>Co-Curr</u> lessons.	Misconceptions 1. Switching tenses within a paragraph 2. Is a diary but sounds like a list – <u>no</u> empathy (esp. blue and green tables) 3. Ideas jump around – not organised into paragraphs	Actions for next lesson Show a similar / anonymised example on board – partner talk to improve / find ‘Useful Mistakes’ Model how this could be improved - focus on organisation/ tenses / creating empathy	
Incomplete Work Zeynep, Maria	Absent Lukman	Next step statements (including challenge for GD) * Re-draft a paragraph using first person * Re-draft a paragraph including emotive language to create empathy * Create 4 paragraph themes you could have used GD – How far do you agree with the character’s point of view? Explain your answer fully.	

Formative marking (detailed written comments)

Teachers and support staff should provide quality feedback with the focus relating to the learning intentions, success criteria, personal targets and improvement needs.

- ❖ A positive comment should always be included to ensure that the child’s work is valued
- ❖ There should be a comment on an aspect of their work that could be improved
- ❖ The improvement comment should help the child to close the gap between what they have already achieved and what they could have achieved.
- ❖ The child should be given a ‘Next Step’ comment which they can actually do in a written response to the teacher at the next available opportunity. Eg Instead of ‘*Next time think about full stops and capital letters*’, write ‘*Now write a sentence with a capital letter and full stop.*’
- ❖ Comments and next steps should always be centered around the learning objective and the success criteria of the lesson.
- ❖ In Creative Curriculum, Science, PSHE and RE, comments should be related to the subject, not focusing on English and Maths skills. Marking symbols can be used throughout the work to highlight any grammar/ spelling/ punctuation but should not be part of the overall comments or next steps.

Examples of next step comments to close the gap:

Descriptive prompts	<i>Examples of Next Step Comments</i>
<p>Reminder prompt Most children need more support than a reminder prompt but they can be very effective with more able pupils.</p>	<p><i>Write a sentence that will make the description of the character more striking.</i></p> <p><i>What else could you say about the King’s clothes?</i></p> <p><i>Say more about how you feel about this person</i></p> <p><i>Explain the rule about dividing by 10.</i></p>
<p>Example prompt This kind of prompt is suitable for all abilities of children but particularly those who are at a lower than expected level of attainment because it gives them a choice of words or phrases.</p>	<p><i>Use a simile to describe your character. e.g. ‘He gulped down his food like a pelican.’</i></p> <p><i>Choose something similar to one of these in your own work: The monster stalked away from the terrified children/ The gruesome creature turned and left the children trembling in the eerie cave</i></p> <p><i>Calculate using partitioning like this: $42+25=40+20+2+5= \dots$</i></p>

<p>Scaffold prompt (questions, unfinished sentences and directives).</p> <p>This kind of prompt is good for all abilities - you can make it more or less specific depending on the pupil's ability.</p>	<p><i>What was the monster doing? (question)</i></p> <p><i>The boy was so terrified that he..... (unfinished sentence)</i></p> <p><i>Describe something that happened that showed you they were a good friend (directive)</i></p> <p><i>Use a simile to describe how he eats (directive)</i></p> <p><i>Explain the rule about numbers which are divisible by 5 (directive) The properties of a rectangle are... (unfinished sentence)</i></p>
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All children should have an improvement comment which will extend their thinking. When work has been marked, time should be given for children to read and make some improvement based on the improvement suggestion / next step. In order for the marking to be formative, the information must be used and acted on by the pupil. and time must be given for this. It is important to make sure what they have to do is manageable in the time given - at the most, by KS2 they should have to re draft no more than a paragraph. If more re-drafting is required this should become an entire lesson in itself focusing on re-drafting and editing of work. Pupils should use purple pen to respond.

Frequency of formative marking

Detailed, written feedback should be done at the discretion of the teacher and should be used for longer pieces of work done by the pupils.

- ❖ It is recommended that one piece of English work, in the English book is marked in detail per week and it would be advisable to use the longer lesson on a Friday for this piece of work. It should be an extended piece of writing which is part of the current unit of work.
- ❖ RHW books will still be used for assessment pieces which should be done at a distance from learning. RHW books should be marked against the assessment grids and returned to pupils with feedback.
- ❖ In Maths, detailed marking should be carried out at least once a week, although some units of work may require more or less detailed marking depending on the nature of the work. It is recommended that detailed marking is used for problem solving and reasoning tasks.
- ❖ In creative curriculum and science there should be **at least two longer written pieces** (one science and one creative curriculum) with detailed marking each half term.
- ❖ If a teacher feels any other pieces of work require more detailed marking (or a particular group/ individual needs this) they do this at their discretion.
- ❖ **If a child is struggling to show progress/ respond to other strategies used, formative marking may be necessary on a more regular basis for that individual.**

School adults, other than teachers, to initial and mark any work they have taught in the lesson for individual pupils, groups or class. (E.g. Cover Supervisor, HLTA, Supply Teacher).

Marking symbols

- Symbols from the ‘**Marking Your Work**’ posters (displayed in classrooms) are used consistently.
- When working is complete, children will be asked to check for things that they know are wrong in their work when they read through it and correct them before final marking. However they will not be told to correct all spellings, as they are likely to write further misspellings or waste time looking up words.
- A high standard should be upheld and children should always be encouraged to use appropriate age related spelling, punctuation and grammar but it is not necessary to mark all mistakes - focus on key subject specific words/ words from age appropriate spelling lists only.
 - In KS2 teachers should work towards putting the marking symbols in the margin only so the children have to find where the mistake is themselves.

Celebrating positives

Positives are highlighted using the colour scheme for writing in all areas of the curriculum including English, Science and Creative Curriculum subjects.

Highlighters should be used for the Red Hot Writing books and comments should refer to the success criteria and/or future targets for improving writing.

Orange – autumn term, Green – spring term, Yellow – summer term.

Discretion as whether to use stars/smiley faces/stamp/housepoints to praise positive aspects.

Ticks used to indicate work has been completed and is correct. Ticks or stamps are useful for scan marking when a teacher makes a quick assessment of a child’s work in order to monitor and evaluate general progress and achievement.

Further points

- Mark using a contrasting colour to the children’s writing. **Teachers’ handwritten comments should be neat and legible in books, smartboards and displays.**
- FS/Year 1/SEN – comment on context of the writing and/or level of support given, indicated by ‘S’ for ‘Supported Work’.
- Where **written feedback** is given, time should be made available in lessons for children to read the comments on their work, or have an adult read the comment and complete **their next steps**. This could be *Read and Respond or Check and Challenge*.

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